

**As Passed by the Senate**

**135th General Assembly**

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**2023-2024**

**S. B. No. 17**

**Senator Wilson**

**Cosponsors: Senators Brenner, Cirino, Dolan, Gavarone, Hackett, Hoagland,  
Johnson, Kunze, Lang, McColley, O'Brien, Reineke, Reynolds, Roegner,  
Romanchuk, Schaffer, Schuring**

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**A BILL**

To amend section 3301.079 of the Revised Code to 1  
incorporate free market capitalism content into 2  
the high school financial literacy and 3  
entrepreneurship standards and model curriculum. 4

**BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF OHIO:**

**Section 1.** That section 3301.079 of the Revised Code be 5  
amended to read as follows: 6

**Sec. 3301.079.** (A) (1) The state board of education 7  
periodically shall adopt statewide academic standards with 8  
emphasis on coherence, focus, and essential knowledge and that 9  
are more challenging and demanding when compared to 10  
international standards for each of grades kindergarten through 11  
twelve in English language arts, mathematics, science, and 12  
social studies. 13

(a) The state board shall ensure that the standards do all 14  
of the following: 15

(i) Include the essential academic content and skills that 16

students are expected to know and be able to do at each grade 17  
level that will allow each student to be prepared for 18  
postsecondary instruction and the workplace for success in the 19  
twenty-first century; 20

(ii) Include the development of skill sets that promote 21  
information, media, and technological literacy; 22

(iii) Include interdisciplinary, project-based, real-world 23  
learning opportunities; 24

(iv) Instill life-long learning by providing essential 25  
knowledge and skills based in the liberal arts tradition, as 26  
well as science, technology, engineering, mathematics, and 27  
career-technical education; 28

(v) Be clearly written, transparent, and understandable by 29  
parents, educators, and the general public. 30

(b) ~~Not later than July 1, 2012, the~~ The state board shall 31  
incorporate into the social studies standards for grades four to 32  
twelve academic content regarding the original texts of the 33  
Declaration of Independence, the Northwest Ordinance, the 34  
Constitution of the United States and its amendments, with 35  
emphasis on the Bill of Rights, and the Ohio Constitution, and 36  
their original context. The state board shall revise the model 37  
curricula and achievement assessments adopted under divisions 38  
(B) and (C) of this section as necessary to reflect the 39  
additional American history and American government content. The 40  
state board shall make available a list of suggested grade- 41  
appropriate supplemental readings that place the documents 42  
prescribed by this division in their historical context, which 43  
teachers may use as a resource to assist students in reading the 44  
documents within that context. 45

(c) When the state board adopts or revises academic content standards in social studies, American history, American government, or science under division (A) (1) of this section, the state board shall develop such standards independently and not as part of a multistate consortium.

~~(2)~~ (2) (a) After completing the standards required by division (A) (1) of this section, the state board shall adopt standards and model curricula for instruction in technology, financial literacy and entrepreneurship, fine arts, and foreign language for grades kindergarten through twelve. The standards shall meet the same requirements prescribed in division (A) (1) (a) of this section.

(b) The state board shall incorporate into the standards and model curriculum for financial literacy and entrepreneurship for grades nine through twelve academic content regarding free market capitalism. The academic content shall include all of the following concepts related to free market capitalism:

(i) Raw materials, labor, and capital, the three classical factors of economic production, are privately owned.

(ii) Individuals control their own ability to work, earn wages, and obtain skills to earn and increase wages.

(iii) Private ownership of capital may include a sole proprietorship, a family businesses, a publicly traded corporation, a group of private investors, or a bank.

(iv) Markets aggregate the exchange of goods and services throughout the world. Market prices are the only way to convey so much constantly changing information about the supply of goods and services, and the demand for them, for consumers and producers to make informed economic decisions for themselves.

(v) Wealth is created by providing goods and services that people value at a profit, and both sellers and buyers seek to profit in some way in a free market transaction. Thus, profit earned through transactions can be consumed, saved, reinvested in the business, or dispersed to shareholders. 75  
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(vi) Wealth creation involves asset value appreciation and depreciation, voluntary exchange of equity ownership, and open and closed markets. 80  
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(vii) The free market is driven by, and tends to produce, entrepreneurship and innovation. 83  
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(viii) The free market can include side effects and market failures where at least part of the cost of the transaction, including producing, transporting, selling, or buying, is born by others outside of the transaction. 85  
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(ix) The political features of the free market, including legally protected property rights, legally enforceable contracts, patent protections, and the mitigation of side effects and market failures; 89  
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(x) Societies that embrace the free market often embrace political and personal freedom as well. 93  
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(3) The state board shall adopt the most recent standards developed by the national association for sport and physical education for physical education in grades kindergarten through twelve or shall adopt its own standards for physical education in those grades and revise and update them periodically. 95  
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The department of education shall employ a full-time physical education coordinator to provide guidance and technical assistance to districts, community schools, and STEM schools in implementing the physical education standards adopted under this 100  
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division. The superintendent of public instruction shall 104  
determine that the person employed as coordinator is qualified 105  
for the position, as demonstrated by possessing an adequate 106  
combination of education, license, and experience. 107

(4) Not later than September 30, 2022, the state board 108  
shall update the standards and model curriculum for instruction 109  
in computer science in grades kindergarten through twelve, which 110  
shall include standards for introductory and advanced computer 111  
science courses in grades nine through twelve. When developing 112  
the standards and curriculum, the state board shall consider 113  
recommendations from computer science education stakeholder 114  
groups, including teachers and representatives from higher 115  
education, industry, computer science organizations in Ohio, and 116  
national computer science organizations. 117

Any district or school may utilize the computer science 118  
standards or model curriculum or any part thereof adopted 119  
pursuant to division (A) (4) of this section. However, no 120  
district or school shall be required to utilize all or any part 121  
of the standards or curriculum. 122

(5) When academic standards have been completed for any 123  
subject area required by this section, the state board shall 124  
inform all school districts, all community schools established 125  
under Chapter 3314. of the Revised Code, all STEM schools 126  
established under Chapter 3326. of the Revised Code, and all 127  
nonpublic schools required to administer the assessments 128  
prescribed by sections 3301.0710 and 3301.0712 of the Revised 129  
Code of the content of those standards. Additionally, upon 130  
completion of any academic standards under this section, the 131  
department shall post those standards on the department's web 132  
site. 133

(B) (1) The state board shall adopt a model curriculum for 134  
instruction in each subject area for which updated academic 135  
standards are required by division (A) (1) of this section and 136  
for each of grades kindergarten through twelve that is 137  
sufficient to meet the needs of students in every community. The 138  
model curriculum shall be aligned with the standards, to ensure 139  
that the academic content and skills specified for each grade 140  
level are taught to students, and shall demonstrate vertical 141  
articulation and emphasize coherence, focus, and rigor. When any 142  
model curriculum has been completed, the state board shall 143  
inform all school districts, community schools, and STEM schools 144  
of the content of that model curriculum. 145

(2) ~~Not later than June 30, 2013, the~~ The state board, in 146  
consultation with any office housed in the governor's office 147  
that deals with workforce development, shall adopt model 148  
curricula for grades kindergarten through twelve that embed 149  
career connection learning strategies into regular classroom 150  
instruction. 151

(3) All school districts, community schools, and STEM 152  
schools may utilize the state standards and the model curriculum 153  
established by the state board, together with other relevant 154  
resources, examples, or models to ensure that students have the 155  
opportunity to attain the academic standards. Upon request, the 156  
department shall provide technical assistance to any district, 157  
community school, or STEM school in implementing the model 158  
curriculum. 159

Nothing in this section requires any school district to 160  
utilize all or any part of a model curriculum developed under 161  
this section. 162

(C) The state board shall develop achievement assessments 163

aligned with the academic standards and model curriculum for 164  
each of the subject areas and grade levels required by divisions 165  
(A) (1) and (B) (1) of section 3301.0710 of the Revised Code. 166

When any achievement assessment has been completed, the 167  
state board shall inform all school districts, community 168  
schools, STEM schools, and nonpublic schools required to 169  
administer the assessment of its completion, and the department 170  
shall make the achievement assessment available to the districts 171  
and schools. 172

(D) (1) The state board shall adopt a diagnostic assessment 173  
aligned with the academic standards and model curriculum for 174  
each of grades kindergarten through two in reading, writing, and 175  
mathematics and for grade three in reading and writing. The 176  
diagnostic assessment shall be designed to measure student 177  
comprehension of academic content and mastery of related skills 178  
for the relevant subject area and grade level. Any diagnostic 179  
assessment shall not include components to identify gifted 180  
students. Blank copies of diagnostic assessments shall be public 181  
records. 182

(2) When each diagnostic assessment has been completed, 183  
the state board shall inform all school districts of its 184  
completion and the department shall make the diagnostic 185  
assessment available to the districts at no cost to the 186  
district. 187

(3) School districts shall administer the diagnostic 188  
assessment pursuant to section 3301.0715 of the Revised Code 189  
beginning the first school year following the development of the 190  
assessment. 191

However, beginning with the 2017-2018 school year, both of 192

the following shall apply:	193
(a) In the case of the diagnostic assessments for grades	194
one or two in writing or mathematics or for grade three in	195
writing, a school district shall not be required to administer	196
any such assessment, but may do so at the discretion of the	197
district board;	198
(b) In the case of any diagnostic assessment that is not	199
for the grade levels and subject areas specified in division (D)	200
(3)(a) of this section, each school district shall administer	201
the assessment in the manner prescribed by section 3301.0715 of	202
the Revised Code.	203
(E) The state board shall not adopt a diagnostic or	204
achievement assessment for any grade level or subject area other	205
than those specified in this section.	206
(F) Whenever the state board or the department consults	207
with persons for the purpose of drafting or reviewing any	208
standards, diagnostic assessments, achievement assessments, or	209
model curriculum required under this section, the state board or	210
the department shall first consult with parents of students in	211
kindergarten through twelfth grade and with active Ohio	212
classroom teachers, other school personnel, and administrators	213
with expertise in the appropriate subject area. Whenever	214
practicable, the state board and department shall consult with	215
teachers recognized as outstanding in their fields.	216
If the department contracts with more than one outside	217
entity for the development of the achievement assessments	218
required by this section, the department shall ensure the	219
interchangeability of those assessments.	220
(G) Whenever the state board adopts standards or model	221

curricula under this section, the department also shall provide 222  
information on the use of blended, online, or digital learning 223  
in the delivery of the standards or curricula to students in 224  
accordance with division (A) (5) of this section. 225

(H) The fairness sensitivity review committee, established 226  
by rule of the state board of education, shall not allow any 227  
question on any achievement or diagnostic assessment developed 228  
under this section or any proficiency test prescribed by former 229  
section 3301.0710 of the Revised Code, as it existed prior to 230  
September 11, 2001, to include, be written to promote, or 231  
inquire as to individual moral or social values or beliefs. The 232  
decision of the committee shall be final. This section does not 233  
create a private cause of action. 234

(I) Not later than sixty days prior to the adoption by the 235  
state board of updated academic standards under division (A) (1) 236  
of this section or updated model curricula under division (B) (1) 237  
of this section, the superintendent of public instruction shall 238  
present the academic standards or model curricula, as 239  
applicable, in person at a public hearing of the respective 240  
committees of the house of representatives and senate that 241  
consider education legislation. 242

(J) As used in this section: 243

(1) "Blended learning" means the delivery of instruction 244  
in a combination of time primarily in a supervised physical 245  
location away from home and online delivery whereby the student 246  
has some element of control over time, place, path, or pace of 247  
learning and includes noncomputer-based learning opportunities. 248

(2) "Online learning" means students work primarily from 249  
their residences on assignments delivered via an internet- or 250

other computer-based instructional method.	251
(3) "Coherence" means a reflection of the structure of the discipline being taught.	252 253
(4) "Digital learning" means learning facilitated by technology that gives students some element of control over time, place, path, or pace of learning.	254 255 256
(5) "Focus" means limiting the number of items included in a curriculum to allow for deeper exploration of the subject matter.	257 258 259
(6) "Vertical articulation" means key academic concepts and skills associated with mastery in particular content areas should be articulated and reinforced in a developmentally appropriate manner at each grade level so that over time students acquire a depth of knowledge and understanding in the core academic disciplines.	260 261 262 263 264 265
<b>Section 2.</b> That existing section 3301.079 of the Revised Code is hereby repealed.	266 267